DOCUMENT RESUME

ED 194 804 CE 027 221

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TITLE Assessing the Extent of Cooperation Between Manpower Agencies. Step One.
INSTITUTION Iowa State Advisory Council for Vocational Education, Des Moines.
PUB DATE 80
NOTE 33p.: Paper presented at the American Vocational Association Annual Convention (New Orleans, LA, December 6, 1980). Best copy available.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Agency Cooperation: Change Strategies: Cooperative Planning: Educational Legislation: *Employment Programs: *Federal Legislation: Job Training: Labor Force: Needs Assessment: *Program Effectiveness: Program Implementation: State Programs: *Statewide Planning: *Vocational Education
IDENTIFIERS Comprehensive Employment and Training Act: Iowa: Rehabilitation Act 1973: Social Security Act Title IV: Vocational Education Amendments 1976: Wagner Peyser Act: Work Incentive Program

ABSTRACT

An assessment was made of the degree to which a consistent, integrated, and coordinated effort is being made to provide vocational education services in Iowa. To assess the extent of cooperative relationships between selected human service agencies, five field visits were made to meet with representatives of local agencies and service centers across the state. An examination of the state plans of selected state agencies was made to determine the extent to which cooperative agreements are encouraged at the state level. Plans were examined from the perspective of their implementation of the priorities contained in five federal laws (the Vocational Education Act, The Wagner-Peyser Act, the Rehabilitation Act 1973, the Comprehensive Employment and Training Act, and WIN). It was determined that a large number of Iowa's citizens are receiving and benefiting from services provided by these manpower agencies. However, a number of improvements in the delivery of employment and training services was suggested. Recommendations included the following: interagency coordination during the planning and delivery stages: development of written inter-agency cooperation agreements where they are lacking: and collection by all agencies of data on population, labor market needs, programmatic projections, and available funds. (Priorities of the five laws mentioned above are appended.) (MN)

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ASSESSING THE EXTENT OF COOPERATION BETWEEN MANPOWER AGENCIES

STEP ONE

For the

Iowa State Advisory Council for Vocational Education

and

American Vocational Association Convention

December 6, 1980, New Orleans

by

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The Problem

The State Vocational Education Advisory Councils are charged by Public Law 94-482 to make an "assessment of the extent to which Vocational Education, Employment Training, Vocational Rehabilitation, Special Education, and other programs assisted under this and related acts represent a consistent, integrated, and coordinated approach to meeting such (manpower) needs".[1] The key phrase within this section of the law appears to be - consistent, integrated, and coordinated effort; the interpretation of this phrase is left largely to the advisory councils. Each state has responded to this evaluation task with differing methods and degrees of success.

Congress assigned this task to State Advisory Councils because it recognized the need for agencies to work together towards a common goal. William Kolberg, in a recent edition of 'Voc. Ed.' notes "The legislation envisions a higher degree of cooperation between local employment and training operations and local education agencies".[2] The occurrence of local cooperation varies between local agencies, organizations, and different geographic locations. In many instances observers of interagency operations have found the relationship to be lacking. "Current ties are usually informal, unstable, and less than satisfactory in terms of mutual program objectives".[3] The need for strengthening cooperative relationships has been widely debated with the general consensus being that local agency cooperations could be expanded.

A recent analysis of the current status of legislation and the implications of that legislation concludes that "implied within the Federal directive seems the notion that the optimum delivery of comprehensive vocational services to the potential clientele of any state is contigent upon the existance of interaction within and between appropriate agencies".[4]

Thus, the problem to be addressed by this paper is the extent that cooperative activities exist between governmental agencies.

The orientation taken in assessing the existence of close working relationships was an examination of both local and state level agencies. The technique utilized for the examination varies considerably as the operation, and in effect, the function of the different levels of administration examined vary considerably.

The Iowa State Advisory Council for Vocational Education, with assistance from the State Employment and Training Council, has undertaken an assessment of the degree that a consistent, integrated, and coordinated effort is being made to provide vocational education services to the State of Iowa.

Methodology:

The State Advisory Council utilized two methods to assess the extent that cooperative relationships exist between selected human service agencies. The first method was through field visits to several locations across the State to meet with representatives of local agencies and service centers, and the second was through examination of the State Plans of the various state agencies to determine the extent that cooperative agreements are encouraged at the state level. It must be noted that not all state agencies were examined, as the selection was limited to the following: Vocational Education, Vocational Rehabilitation, Job Service of Iowa, WIN, and CETA. These agencies were selected because of their involvement in manpower training activities and the potential for these agencies to benefit from cooperative agreements.

Field Visits: The Iowa Vocational Education Advisory Council conducted a total of five field visits during FY 1980. During three of these

visits (Creston, Ottumwa, and Waterloo) a meeting was conducted between the Council team (three to five members) and representatives of the human service agencies. Agencies invited to participate included, but were not limited to: CETA Prime Sponsors, Vocational Rehabilitation, Job Service, Work Incentive Program, local secondary schools, area postsecondary schools, and area educational agencies.

To help facilitate discussion and provide direction during the meeting, a set of discussion questions were developed and mailed to all participants in sufficient time for review before they met with the Council's field visit team (note Appendix for copies of the discussion guides). The intent of the meetings were to determine to what extent one agency was willing and capable of directing potential clients to another agency which could provide them with the best service. In all visits there were at least some instances where formalized agreements existed between a number of agencies to work cooperatively towards that goal. The intensity of those agreements was found to differ between field visit sites and between different agencies. In the majority of instances the representatives of the agencies were well acquainted with each other and appeared to display a considerable degree of cooperation. In one instance many of the agencies were housed within the same building and frequently directed potential clients to other neighboring agencies. Such relationships clearly are what is recommended by the various laws when they directed cooperation between acts and agencies.

Not all instances were as supportive and positive as the ones noted in the above examples. One field visit found a situation where some animosity was apparent between the agency representatives. In short, the body language was not very positive. The table was surrounded by small

groups and there was little or no group cohesion between the representatives of the various agencies. During the course of the meeting it was mentioned that the agencies had previously met to discuss methods of assisting each other in providing services. It was a general consensus that little if any advancement had been gained towards achieving this goal. As a result of this meeting, it would appear that such agencies who find themselves in restrictive nonproductive situations need to have formalized guidelines or directives from the state or federal level to provide a basis or method of establishing working relationships.

These findings make the next phase of evaluation perhaps the most important and informative. The review of state plans was undertaken to determine what, if any, type of written support was apparent in the plans to encourage or require cooperative agreements between several state agencies.

Desk Audits: The first step of the process of reviewing the plans consisted of carefully analyzing each of the five federal laws and identifying major priorities contained in each law. The laws reviewed included: the Vocational Education Law, P.L. 94-482; Job Service, Wagner-Peyser Act; Vocational Rehabilitation, P.L.'s 95-602 and 93-112; CETA, P.L. 94-524; WIN, P.L.'s 90-248 and 92-223. These priorities were then categorized into four major groupings which included: I. Plan Contents Requirements; II. Program Projections; III. Identification of Population Needs; and IV. Services for Individuals or Programs Operations (complete set of priorities can be found in the Appendix). The next step consisted of a review of each available plan, applicable to each federal law, by placing major emphasis on determining whether each plan contained the required contents as specified in the respective act. In the future, plan reviews may consist

of a review and analysis of the contents of the priorities in categories II, III, and IV. Besides reviewing the definitiveness with which each plan addresses the requirements in each of the laws, these activities also focused on a number of items. One item was the identification of the time frame for writing and submitting the annual plan, and a second was a determination of the extent to which the content of each individual plan reported a cooperative and coordinated approach with the plans for the other Federal Acts which focus on solving the manpower problems of the State. Finally, the plans were reviewed to determine whether the contents of the plan contained sufficient data and statistical tables to serve as a basis for developing the narrative goals stated in the plan. This last item of review focused on data which included people's needs, programmatic or service projections, and expenditure purposes. The overall question to be answered by this review was: "Is each plan sufficiently detailed so that it could be used by the agency administration as an effective management tool?" A supplemental item included in the review pertained to the similarity of the plans with regard to the legal requirements or voluntary actions to involve an advisory committee in the development of the plan. In either case an attempt was made to identify and catalogue the backgrounds of individuals serving on such committees for the purpose of identifying similarities and differences in the membership backgrounds of the committee members.

Analysis:

The five state agencies reviewed (Vocational Education, Vocational Rehabilitation, WIN, Job Service, and CETA) constitute the nucleus of the State's employment and training service delivery system. Although these agencies vary somewhat in the specific services provided and targeted

populations served, they have a basic similarity in that they provide employment, training and related services on a statewide basis to those individuals in need of such.

It is well documented that a large number of Iowa's citizens are receiving and benefitting from the services being provided by these manpower agencies. The question yet unanswered and the question that this annual plan review focuses on is should services being provided and the benefits accrued be increased?, and if so, how?

Undoubtedly there are a number of ways in which improvements in the delivery of employment and training services could be attained, but seemingly an initial step that would have an impact on both individual agencies and all agencies collectively, would be interagency coordination serving as the cornerstone of a consistent, integrated, and coordinated service delivery system.

After completing a review of these agencies' annual plans, it is apparent that interagency coordination could and needs to be increased and that such coordination should be initiated within the planning stage. Coordination at the planning stage is paramount if the delivery of services is to be coordinated during the implementation phase of employment and training programs.

The following comments relate to points of comparability between the state annual plans reviewed which may suggest recommendations that could assist in interagency coordination and integration of service delivery.

The time frame during which the agencies develop annual plans, as illustrated in the Annual Plan Development Calendar, are similar enough to permit interagency coordination during the plan development stage and that such should occur is a priority recommendation of this review.

The Cooperative Work Agreements table illustrates existing formal and informal interagency agreements of cooperation. This table notes that some agencies have no interagency agreements of cooperation and that a majority of those existing are informal, verbal agreements. It is recommended that where agreements of cooperation are lacking, the development of such be explored by the pertinent agencies, and further that if feasible, existing verbal informal agreements become formal written agreements for the purpose of clarity and as the basis of coordination in the delivery of services.

Of the annual state plans reviewed, most contained data on population, labor market needs, programmatic projections, number of people to be served and dollars to be spent. Vocational Rehabilitation's and WIN's plans either lacked specificity on the data presented or did not contain data on all of the previously mentioned categories. Current and specific data on population, labor market needs, programmatic projections, service population and budget are the minimum informational requirements of and the basic input into any employment and training service plan. As such Vocational Rehabilitation and WIN should incorporate such data into their annual plans.

Detailed information on existing Planning and Advisory Councils and Boards is presented in one of the following tables. Note should be taken that of the agencies reviewed, only WIN did not have an active council/board.

In reviewing the membership of the existing advisory councils/boards it was found that several individuals serve on more than one of the councils/boards. This situation can have a very positive effect on interagency communication and planning if those individuals serving on multi-councils/

boards accept the responsibility to facilitate interagency communication and planning and such is recommended where feasible.

Additionally it is recommended that WIN take action steps to form an advisory council as it is apparent from reviewing the other four agencies there is constructive influence by an advisory council/board on an agency's plans and activities.

A comment in conclusion, a primary and fundamental difference between the state annual plans was noted and merits mentioning. The annual plans of Vocational Education, CETA, Job Service, and WIN were designed to function as management plans. Whereas the Vocational Rehabilitation Annual Plan served as a compliance document stating compliance with applicable Federal Laws and Regulations as its primary purpose.

It is recommended that Vocational Rehabilitation in developing future annual plans, supplement the required compliance document with a management oriented plan for the agency's activities.

A. ANNUAL STATE PLAN DEVELOPMENT CALENDAR

	October	November	December	January	February	March	April	May	June	July	August	September
Vocational Education 1	———	———	———	———	———	———	———	----------	----------	(State review & comment)		
Job Service								———	———	----------	----------	•
Vocational Rehabilitation 1									———	----------	----------	•
WIN										———	———	---------- •
CETA									———	———	----------	•

——— Plan preparation

---------- Review and comment - federal

• Plan submission date

1 - A three year plan

Comments: Of the five state plans reviewed, all but Vocational Rehabilitation and Vocational Education developed an annual plan. Vocational Rehabilitation develops a three year plan which is amended as needed over that time period. Vocational Education also develops a three year plan with annual adjustments.

Vocational Education operates on a program/funding year of July 1st-June 30th, whereas, the other agencies' program/funding year is October 1st-September 30th.

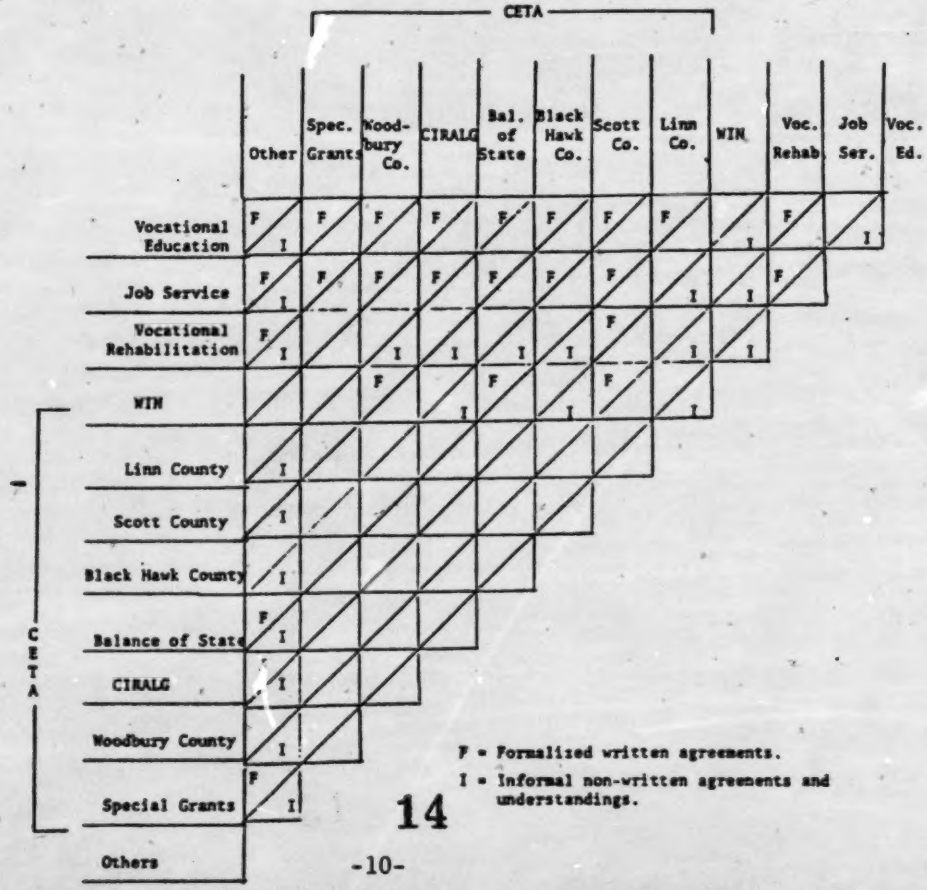
Although the planning process is undoubtely an ongoing one, most of the agencies have identified a specific time frame in which plan development is to take place. The beginning of the plan development time frame often coincides with the issuance of new program guidelines by applicable Federal agencies.

Recommendations: If the State of Iowa is to have a consistent, integrated and coordinated employment, training and related service delivery system then there must be an exchange of information between agencies within that service delivery system during the development phase of annual plans. This exchange of information can be facilitated by the direct exchange of information between agencies and/or by a designated entity for the purpose of developing comments and recommendations aimed at improving the effectiveness and efficiency in the delivery of services. The State Employment and Training Council (SETC) has, via CETA legislation, the mandated responsibility and the capability to facilitate interagency coordination and the development and implementation of annual plans and as such should receive the positive cooperation of employment, training and related service agencies in the State through their submission of annual plans for review and comment and their consideration of any comments and recommendations that SETC may have.

B. Indications of Cooperative Working Agreements to Serve the Manpower Needs of Iowa

During the process of reviewing each agency's State Plan, notation was made of cooperative agreements between the various agencies to assist or otherwise cooperate to provide for the manpower needs of Iowa. The following table presents the results of that analysis. Each if the five plans, Vocational Education, Vocational Rehabilitation, WIN, CETA (6 plans) and Job Service are identified. The table is read by finding the agency along the left hand side, e.g.: Vocational Rehabilitation is the third line down from the top, then following that line across the table to the final square located under WIN. The next column to the right is identified as Vocational Rehabilitation; follow that column upward to discover if agreements exist with Job Service and Vocational Education. The process follows an over and upward motion.

Current Cooperative Working Agreements Between Agencies



The notation denotes formalized written agreements with the letter F and informal non-written agreements by the letter I.

Comments: Reviewing the table reveals that a number of organizations do not have either formalized nor informalized agreements of cooperation. It should also be noted that a number of agreements are of the "non-written" type which indicates that verbal agreements of assistance are the only type that exist.

Recommendation: The State Employment and Training Council should recommend to the various agencies that a cooperating effort is central to developing an effective manpower delivery system. The use of a uniform format for defining the cooperative agreement between agencies would help each agency to utilize and understand the implications of such agreements. Where such agreements do not exist between agencies the possibility of such agreements should be explored and implemented if feasible.

C. Data Components Contained in State Plans

Data Components	State Plans: Vocational Education	Vocational Rehab.	WIN	Job Service	CETA
Identification of population needs	X	O	O	X	X
Identification of labor market needs.	X	O	O	X	X
Programmatic projections	X	O *	X	X	X
Number of people to be served	X	O	X	X	X
Dollars budgeted for purpose	X	O	X	X	X

X = Tables contained within the plan.

O = Tables not included within the plan.

* = a program for Independent Living is being studied but no Guidance has been received from Regional level.

During the review of each agency's State Plan, notation was made of the availability in the plan of particular data tables or components. It was expected that this data would indicate evidence of a basis for planning projections and an obvious consistent, integrated, and coordinated effort.

Comments: The majority of State Plans contain an abundance of data components, although some data lacked much specificity. The Vocational Rehabilitation plan was severely deficient in data. The data is not required by the Vocational Rehabilitation law, and that is assumed by the reviewers to be the reason for the lack of data. Without the data, their effectiveness in planning their year's activities is extremely hampered.

The WIN program is designed for ADC recipients. No other populations, i.e. handicapped individuals, minorities, etc., are specified, although with that information a more consistent, integrated, and coordinated effort of the state's agencies' programs could then be identified. Labor Market needs must be included in the plans of any employment and training agency if the agency is to maintain worthwhile goals.

Recommendation: The Vocational Rehabilitation and WIN agencies should be requested to include in their state plans' data tables containing the above listed categories. All agencies should be requested to maintain a reasonable level of specificity in their data components in order to track a consistent, integrated, and coordinated effort throughout the state's agencies.

D. The Planning and Advisory Councils or Boards that Serve Five of the Manpower Agencies in Iowa

During the process of reviewing each agency's State Plan, notation was made on whether or not the agencies had to have an Advisory Council or Board. Also each individual act was reviewed to see if the Advisory Council or Board was mandated. Once this information was gathered a table was assembled

PLANNING OR ADVISORY COUNCILS OR BOARDS

	Mandated	Active	Non Active	Number of people on Council	Minimum Frequency of Meetings	Responsibilities
Vocational Ed. State Advisory Council	X	X		22	4 times per year	1 Advise the State Board in the development of the 5 year State Plan, the annual program plan, and the accountability report. 2 Advise State Board on policy matters of programs in plans and accountability report. 3 Evaluate programs under annual program plan and publish results. 4 Assist State Board in developing plans for State Board evaluations and monitor these evaluations. 5 Prepare an annual evaluation report for the Commissioner and the National Advisory Council. 6 Assist in identifying vocational education and employment and training needs and assess to what extent the programs under this and other acts represent a consistent, integrated and coordinated approach to meeting the needs. 7 Comment annually on reports of State Manpower Services Council. 8 Prepare and submit annual budget of Advisory Council. 9 Provide technical assistance to eligible recipients and local advisory councils.
State Plan and Accountability Report Committee	X	X		15	4 times per year	Draft the five year State Plan, the annual program plan, and the accountability report, and recommend their adoption.
Vocational Rehabilitation		X		30	4 times per year	1 Advise on program evaluation and planning. 2 Assist in developing legislative proposals. 3 Assess handicapped accessibility of all offices supported by the state. 4 Assist in studies and surveys. 5 Interpret agency policies and services. 6 Assist in agency in-service program.
Work Incentive Program (WIN)	X		X	No total no. specif	No number specified	Identify and advise of types of jobs available or likely to become available in area served by council.
Job Service	X	X		9	4 times per year	Discuss problems relating to administration of Job Service regulations.
Comprehensive Employment and Training Act (CETA) State Employment and Training Council	X	X		32	6 times per year	1 Review programs conducted by Prime Sponsors. 2 Submit an Annual Report to Governor. 3 Consult with VEAC identifying needs for employment, training and vocational education in the state and assess coordination among programs providing such. 4 Comment annually on reports of VEAC. 5 Review and comment on programs of Prime Sponsors, particularly in regard to non-utilization or duplication of services. 6 Review and comment on plans of related state agencies. 7 Participate in development of Governor's coordination and Special Services plan. 8 Share with Prime Sponsors information on economic development, vocational rehabilitation, SESA activities, occupational and labor market demands.

NOTE: Substate councils, as well, exist for some agencies, i.e. Vocational Education and CETA.

For Representation See Table II

showing some of the similarities and differences between the five agencies.

The table is read by finding the agency down the left hand column and the priorities across the top. It will be noted that the area of representation had to be placed on another table to provide the needed information. The second table reverses the order with the agencies across the top and the representation along the left hand side of the page.

Comment: In reviewing the table it is noted that WIN does not have an active advisory council. This point is discussed at length in the review of the WIN annual state plan. The responsibilities for three of the agencies are spelled-out in detail. The other two agencies, Job Service and WIN, have very general and broad areas of responsibilities.

Looking over the second table the reader will notice that all agencies must have representation on the council by either labor or management or both. What this table doesn't show is that these two areas of representation are very broad in nature and may not correlate from one council to another.

Recommendations: WIN should begin the process of constructing an advisory council which would then bring them into compliance with pertinent federal regulations. Hopefully the agency would continue on a step further and make the council a vital part of their program planning. WIN and Job Service should form a task force to identify the specific responsibilities of their advisory council.

Once these responsibilities have been identified the task force could recommend that these responsibilities be put into writing to guide the council in fulfilling their duties and helping to direct new members in assuming their roles while serving on the council.

ADVISORY COUNCILS TABLE II

Areas of Representation on State Agency Planning Councils or Boards

	Vocational Education		Vocational Rehabilitation	WIN	Job Service	CETA
	Advisory Council	State Plan & Accountability Report Committee				State Employment and Training Council
Management	X		X	X	X	
Labor	X			X	X	X
Agriculture	X					X
Business	X					X
Industry			X	X		
Education						
Administration/Teacher	X	X				
Student	X		X			
General Public	X		X		X	X
Local Government						X
State Agencies & Councils						
Employment Services						X
Voc. Ed. Advisory Cncl.		X				X
Public Assistance						X
Manpower Services Cncl.	X	X				
Dept. Public Instruction		X				
Other representatives with unique relationship to agency	X	X	X			X
Other functioning body can be designated to serve as planning council				X		

NOTE: Substate councils' representation may be more specialized to suit local and district needs.

X indicates representation on council.

Conclusion

The review of the planning aspect of manpower service agencies has indicated a number of areas that identify how these agencies can, and in many cases do, work cooperatively to provide a service to the people of Iowa. This review covers only a small portion of the requirements of the respective laws, the planning portion. Future efforts in the evaluation

process will or should include the program aspects as well as populations to be served and other support services. Once this review activity is accomplished, a complete perspective of the similarity or differences existing between these agencies and laws can be compiled.

Congress, through the laws it has passed, clearly encourages cooperative working relationships between these agencies. The current conditions would allow greater cooperation but the initiative will need to be encouraged at the state level. Such encouragement will serve to foster new relationships where they currently do not exist and strengthen them where they currently do exist.

FOOTNOTES

1. Federal Register, October 3, 1977, §104.97(f) p. 53833

2. Kolberg, William H., "New Options in Vocational Education", Voc. Ed., October 1980, p. 33

3. Stevens, David, The Coordination of Vocation Education Programs with CETA, Information Series #151, National Center of Research in Vocational Education, 1979, p. 7

4. Thomas, Hollie B.; Canton, Roger G.; Thorp, Dennis, Assessment of the Coordination of Vocational Education with Related Programs at the State and Local Levels, May 1979, Eric Ed 171945, p. 14

APPENDIX

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1980 Field Visit Discussion Guide for Community Service Agencies	19
Priorities of the 1978 Rehabilitation Comprehensive Service, and Developmental Disabilities	20
Priorities for the Social Security Act, Title VI, Part C, for the Establishment of a Work Incentive Program (WIN)	22
Priorities of Job Service of Iowa, Wagner-Peyser Act	24
Priorities of the 1976 Vocational Education Amendments Clustered in Four Major Categories	26
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1980 FIELD VISIT DISCUSSION GUIDE
FOR COMMUNITY SERVICE AGENCIES

The Vocational Education Act (P.L. 94-482), designates the Vocational Education Advisory Council to monitor and evaluate the vocational effort within the State. A portion of this evaluation process deals with the interaction between agencies that provide services, in this case educational/vocational services, to various populations. The primary interests of the Council center around the job seeking and occupational skills that are needed by many of these individuals and the agencies who provide training in these skills. A number of the community service agencies provide assistance, either educational or financial, to allow these populations to improve their occupational skills. It is the process through which this assistance is given that interests the Vocational Education Advisory Council.

Your insights and comments will be combined with other administrators from across the state to develop a comprehensive picture of cooperative efforts within the State.

- Please explain to the Council what type of services your agency provides to the people within your community. What is the approximate number of persons served during a year's time by your agency? Would you describe the types of services you provide to those persons who are considered to be handicapped or disadvantaged?

- When you establish your objectives for the forthcoming year, what methods do you use to identify community needs? Could you explain how your actions are coordinated with other social agencies?

- In your opinion, what activities or services of your agency should be altered to increase the quality of assistance to the community? If any, how can this realistically be accomplished?

- If a system were to be established to provide direction and coordinate the occupational assistance services in a community, how, in your opinion, should such a system be established and operated? Should a cooperative arrangement currently exist between service agencies in your community, is it a formalized agreement, i.e. written, or is the agreement of a general or "understood" but not written nature? How, in your opinion, could such an arrangement either be established or strengthened?

- What types of evaluation does your agency use to measure the effectiveness of your efforts? Would you please briefly summarize your evaluation results for the Council?

Priorities of the
1978 Rehabilitation Comprehensive Service,
and Developmental Disabilities
P.L. 95-602
P.L. 93-112

I Planning and Reporting

(S) A. Submit a plan for a three-year period for vocational rehabilitation and annual revisions as may be necessary. (p. 8, p. 2957)

(M) B. Share funding and administrative responsibility. (p. 9)

(S) C. Description of the method to be used to expand and improve services. (p. 10)

(S) D. Method for selecting individuals most in need. (p. 10)

(S) E. Outcomes, service goals and time frame for achieved results. (p. 10)

(S) F. Studied and considered a broad variety of means for providing services. (p. 10)

(S) G. Continuing statewide studies of the needs and how these needs may be most effectively met. (p. 11)

(S) H. Conduct a comprehensive study for service needs. (p. 19)

(S) I. A state plan for a three-year period to provide comprehensive services for independent living. (p. 2997)

II Program

(S) A. Individualized written rehabilitation program. (p. 10)

(S) B. Employment review and re-evaluation and annual basis for long range goals. (p. 12)

(S) C. Develop individualized written eligibility determination. (p. 13)

(C) D. Conduct a program for spinal cord injury research. (p. 20)

(C) E. Initiation of recreation programs to provide with recreational activities to aid in the mobility and socialization. (p. 2976)

(C) F. Establishing programs and, where appropriate, constructing facilities which hold promise of expanding or otherwise improving rehabilitation services. (2973)

(C) G. On an regional basis, a multi-disciplinary system of providing vocational and other rehabilitation services. (p. 2973)

(C) H. Applying new types of patterns of services or devices. (p. 2973)

(C) I. Community service employment pilot program for those who have poor employment prospects. (p. 2989)

(S) J. Coordinate pilot program with established employment and training program. (p. 2991)

(C) K. Comprehensive services for independent living. (p. 2995)

III Population

(S) A. Primary concern with vocational rehabilitation or vocational and other rehabilitation of handicapped individuals. (p. 9)

(S) B. Make available to disabled federal and public safety employees. (p. 11)

(C) C. Cooperation with other programs serving migrant agricultural workers. (p. 27)

(S) D. Trained persons to communicate in the client's native language or mode of communication. (p. 2957)

(S) E. Provide handicapped American Indians residing in the State same service as other significant segments. (p. 2958)

(C) F. States to establish systems to protect and advocate the rights of handicapped individuals. (p. 3000)

(C) G. A study of the special problems and needs of handicapped individuals who reside in rural areas. (p. 3003)

IV Support Services for Individuals or Program Operations

(S) A. Entering into cooperative arrangements with and utilization of the services and facilities for Intergovernmental cooperation. (p. 11)

(M) B. Maximum utilization of public or vocational or technical training facilities or other resources. (p. 11)

(S) C. Maintenance cost of subsistence. (p. 14)

(S) D. Recruitment and training services for employment. (p. 14, p. 2990)

(M) E. Allowances for individual and dependents. (p. 23)

(S) F. Maximum coordination and consultation with Veteran's Affairs. (p. 31)

(S) G. Evaluation, counseling, guidance, referral, placement service, and follow-up and follow-along. (p. 19)

(S) H. Establishment and maintenance of information and referral programs. (p. 2958)

(S) I. Procedures for the review of determination of eligibility. (p. 2959)

(M) = State may spend Federal funds for these purposes.

(S) = State shall spend Federal funds for these purposes.

(C) = State may provide programs and activities to be supported by Commissioners funds.

Priorities for the Social Security Act,
Title IV, Part C, for the Establishment
of a Work Incentive Program (WIN)

P.L. 90-248, Jan. 2, 1968, Sec. 204, Part C
P.L. 92-223, Dec. 28, 1971

I Planning/Reporting

(S) A. The State's WIN Sponsor [Job Service of Iowa] and the State's Administrative Unit (SAU) [Department of Social Services] jointly develop a statewide operational plan. [P.L. 92-223, Sec. 3(433(b)(1)]

1. State Plan to include number and type of positions for training in OJT and PSE. [P.L. 92-223, Sec. 3 433(b)(2)]
2. A Labor Market Advisory Council is to be established and the information provided by such will be utilized in planning activities. [P.L. 92-223 (433(b)(2) & 432(f)(1)]
3. State Plan to include the particular agency or administrative unit which will be responsible for the activities and functions of the program. [P.L. 92-223, Sec. 3(433(b)(2) & (402(a)(19)(G)]

II Programs

(S) A. Include program orientation, basic education, training in communications and employability skills, work experience and public service employment programs, institutional training, OJT, job development, special job placement, and follow-up services. [P.L. 90-248, Sec. 204, P.L. 92-223, Sec. 3(432; 433)]

(S) B. Conduct institutional training which is related to jobs likely to become available. [P.L. 92-223, Sec. C(432(f)(3)]

(C) C. Enter into agreements with other qualified agencies. [P.L. 90-248, Sec. 204, P.L. 92-223, Sec. 3(432(c); 444)]

III Populations

(S) A. Register and certify all AFDC recipients (except exempt individuals)

1. Unemployed fathers
2. Mothers who volunteer for the program
3. Mothers and pregnant women under 19 years old
4. Dependents over 16 years old

[P.L. 90-248; Sec. 204(402(a)(19)(A); 430, 433 c) and P.L. 92-223, Sec. 3 (402(a)(15)(A); 402(a)(19)(A); 432(f)(4); 433 c)]

(M) B. Enter into agreements with Indian Tribes on a reservation. [P.L. 90-248, Sec. 204(432 c)]

(S) C. Provide training for those for whom training is likely to lead to regular employment. [P.L. 90-248, Sec. 204(432)]

IV Support Services for Individuals and Programs

(S) A. Pay incentive and program cost allowances. [P.L. 90-248, Sec. 204, P.L. 92-223, Sec. 3(402(a)(19); 434; 439(b)]

(S) B. Provide child care, health, vocational rehabilitation, and other social and supportive services. [P.L. 92-223, Sec. 3(402(a)(19)(G)]

(S) C. Provide testing and counseling. [P.L. 90-248, Sec. 204 and 92-223, Sec. 3(433(a)]

(S) D. Provide referral through Job Service. [P.L. 90-248, Sec. 204(433(d)]

(M) E. Assist in relocating if necessary to become permanently employed. [P.L. 90-248, Sec. 204(437)]

(S) F. Develop Employability Development Plan for each participant. [P.L. 90-248, Sec. 204(433 b)]

(S) G. Continuing evaluation of the WIN programs including their effectiveness in achieving stated goals and their impact on other related programs. [P.L. 90-248, Sec. 204(441)]

(M) H. Conduct research to increase effectiveness of the programs. [P.L. 90-248, Sec. 204(441)]

(M) I. Provide technical assistance to providers of employment or training to enable them to participate in establishment and operation of programs. [P.L. 92-223, Sec. 3(442)]

(S-M) J. Shall make maximum use of services available from other State and Federal agencies not otherwise reimbursable and may reimburse such agencies for services rendered to participants. [P.L. 90-248, Sec. 204(433 c)]

M = State may spend Federal funds for these purposes.

S = State shall spend Federal funds for these purposes.

C = Programs and activities to be supported by Secretary's funds.

Job Service of Iowa
Act: Wagner-Peyser Act

June 6, 1933

(S) General - the United States Employment Service (USES) Bureau promotes a national system of employment offices for men, women, and juniors who are legally qualified to engage in gainful occupations.

Includes maintaining of:

(a) Counseling and placement of handicapped persons.

(b) Veteran's services devoted to securing employment for veterans.

(c) Farm placement service.

(d) Maintaining system of public employment offices in the several states and political subdivisions thereof. (23352)

I Planning and Reporting

(S) [illegible] p. 23356 States desiring benefits of Act shall submit to the Secretary of Labor detailed plans for carrying out provisions of the Act in their state.

(S) B. 602.20 State plans of operation - require submitting detailed plans of operation for budget period.

(M) C. 601.6 Request grants of funds for public employment service programs.

(M) D. 601.7 Request grants of funds for serviceman's re-adjustment allowance program.

(S) E. p. 23357 Each State agency cooperating with USES shall make reports concerning its operation as required by the Secretary of Labor.

(S) F. 602.17 Advisory council. State agency maintains state advisory council and local councils where needed.

II Program

(S) A. 602.19 Each State agency shall cooperate on the making of such studies, surveys and investigations concerning information and reports on local labor market conditions.

(S) B. 602.3 Establish and maintain cooperative relationships with other community and State agencies and organization for the coordination and mutual improvement of vocational adjustment services.

(S) C. 604.[illegible] Employer Relations - seek maximum use of employment service by employers, give them equitable treatment.

(S) D. 604.15 Information Service - keep public informed on employment service, advise workers and employers of conditions of labor market.

(S) E. 602.2 Maintain placement services for the free use of employers, workers and veterans.

(S) F. 602.3 Employment counseling and selective placement services. Select job to fit individual, increase chances for success.

(S) G. 602.4 Occupational analysis and Industrial services. Information on performance requirements for jobs. Assist employer, labor organization in employee recruitment.

(S) H. 602.8 Agricultural and related industry placement services.

III Population

(S) A. 604.17 Older Workers - promotes equal opportunity of employment to them.

(S) B. 604.13 Foreign Labor - provides recruitment of foreign labor in the U.S. and domestic labor in foreign countries in accordance with arrangements with the foreign country.

(S) C. 602.3 Make provisions for cooperation with such boards, departments or agencies for the vocational rehabilitation of handicapped persons.

(S) D. 602.3 Assist handicapped veterans and other applicants to secure employment in occupations which are suited to their physical capacities, interests and abilities.

(S) E. 604.6 Service to youth - promotes youth employment in suitable jobs.

(S) F. 604.8 Service to minority groups - promotes employment of minorities, avoids discrimination.

(S) G. 604.20 Service to Women - open employment opportunities to them without regard to sex.

(S) H. p. 23356 Provisions will be made for promotion and development of employment opportunities for handicapped persons and job counseling and placement. Designation of at least one person in each employment office who is charged with the effectuation of the above.

(S) I. 653.100 - 653.115 Services (ES) for MSFW. Migrant and seasonal farm workers receive the full range of employment services including counseling, testing, and job and training referral services. Outreach programs are operated for them. State agencies shall assist MSFW to use job information.

(S) J. 653.200 - 653.226 Service for Veterans. Given preferential treatment in referring to all job openings and training opportunities in unions, educational institutions, federal/state agencies and job opportunities in accordance with CETA and WIN.

a) Veterans Floor Levels - A minimum level of expected accomplishment for each state for each reportable service for each federal fiscal year.

b) Veterans Preference - Numerical values derived comparing veterans and nonveterans serve as indicators of compliance.

IV Support Services for Individuals or Program Operations

(S) A. 602.6 Labor market information service.

(S) B. 602.7 Cooperate with other agencies and organizations with employment problems and participate in developing programs for increasing employment opportunities.

(S) C. 604.10 Employment service testing - further use of objective tests with counseling and placement.

(M) D. 602.13 Arrangements between United States Employment Service and related Federal agencies. Can enter into agreements with other Federal-State agencies for coordination of activities.

(S) E. 604.21 Employability development services - aid the employment of the chronically underemployed; training, testing, counseling. Refer them to appropriate services such as CETA, vocational education, and social services.

(S) F. p. 23356 The State Vocational Rehabilitation department will cooperate with USES.

(S) G. p 49b, p. 357 Supply data on and of administration of programs of and to families with dependent children and child support.

(S) = State shall spend Federal funds for these purposes.

(M) = State may spend Federal funds for these purposes.

Priorities of the
1976 Vocational Education Amendments
Clustered in Four Major Categories
Public Law 94-482

I PLANNING AND REPORTING

Five Year Plan

(S) A. Assess current and future needs for job skills. (p. 2180)

(S) B. Identify goals to be achieved during each of the five years of the plan including: course offerings, enrollments, level of instruction, and allocation of state and federal funds with reasons why these goals were selected. (p. 2180)

(S) C. Identify the uses of funds designated under Section 120, basic grants; 130, program improvement and support services; 140, special programs for disadvantaged; and 150, consumer and homemaking, and how these funds will be used to meet the special needs of the handicapped, disadvantaged, and persons who have limited English speaking abilities. (pp. 2180-2181)

(S) D. State policies to insure equal access. (p. 2181)

(S) E. Develop special programs to provide job seeking skills and placement services. (p. 2181)

(S) F. Coordination of vocational programs with manpower training programs of CETA. (p. 2181)

(S) G. State Department shall establish a State Plan and Accountability Report Committee. (p. 2179)

Annual Plan and Accountability Report

(S) A. Identify significant changes from five year plan and reason for changes. (p. 2182)

(S) B. Identify planned and actual use of state and federal funds. (p. 2182)

(S) C. Show results of: coordination of other federal programs, equal access, participation of local advisory councils. (p. 2182)

(S) D. Summary of evaluation efforts completed and how the results are being used. (p. 2183)

(S) E. Hold public hearing. (p. 2182)

II PROGRAMS

(M) A. Extend, improve, and maintain existing programs. (p. 2169)

(M) B. Develop new programs. (pp. 2169, 2188)

(S) C. Provide adult education programs. (p. 2169)

(S) D. Fifteen percent of funds to be used for postsecondary. (p. 2185)

(M) E. Industrial arts programs. (p. 2188)

(M) F. Cooperative vocational programs. (p. 2189)

(M) G. Energy education programs. (p. 2190)

(S) H. Consumer and Homemaking. (pp. 2188, 2196)

(S) I. Maintenance of support for secondary programs. (p. 2180)

III POPULATIONS

(S) A. Overcome sex discrimination and sex stereotyping. (pp. 2188, 2195)

(C) B. Vocational programs for Indian populations. (Commissioner's funds in conjunction with Bureau of Indian Affairs.) (p. 2171)

(S) C. Provide additional funds for programs in areas with high levels of low income families. (pp. 2177, 2178)

(S) D. Special funding for programs for disadvantaged persons. (pp. 2185, 2195)

(S) E. Special services and funding to non-English speaking populations including bilingual vocational programs and development of instructional materials for bilingual programs. (pp. 2178, 2185, 2205, 2207)

(M) F. Provide part-time employment through work study programs for those enrolled in vocational programs who experience low incomes so that they may remain in the program. (pp. 2169, 2188)

(S) G. Programs and support services for the handicapped. (pp. 2178, 2185)

IV SUPPORT SERVICES FOR INDIVIDUALS OR PROGRAM OPERATIONS

(S) A. Identification of employment and training needs through cooperative efforts with State Manpower Services Council* and State Occupational Information Coordinating Committee. (pp. 2198, 2181, 2198)

(S-M) B. Provide (S) guidance and (M) placement services and programs. (pp. 2193, 2188)

(M) C. Research and curriculum development activities and exemplary programs. (pp. 2193, 2191, 2192)

(M) D. Provide for state administration. (p. 2172)

(S) E. Evaluate the effectiveness of local program planning (p. 2177), and local program evaluation. (p. 2187)

(M) F. Provide day care services for children and parents enrolled in vocational programs. (p. 2188)

(M) G. Provide for professional personnal development. (pp. 2194, 2202, 2207)

(M) = State may spend Federal funds for these purposes.

(S) = State shall spend Federal funds for these purposes.

(C) = Programs and activities to be supported by Commissioner's funds.

* = State Employment and Training Council

Priorities of the
Comprehensive Employment and Training Act
Amendments of 1978

P.L. 95-524

I Planning/Reporting

(S) A. Develop a Comprehensive Employment and Training Plan (CETP) consisting of two distinct parts, the Master Plan and the Annual Plan. 676.9(a)

(S) B. Employability plan for each Title II participant. 675.6(c)

(S) C. Prime Sponsors shall establish a planning council. 676.7(a)

(S) D. Planning process to provide for a much more extensive involvement of groups and organizations in the development of the CETP. 676.6(a)

(S) E. Plan for the coordination and involvement of local CETA programs with TJ/TC Program, Revenue Act of 1978. 676.7d(5)

(S) F. Establish a Private Industry Council. 679.3-1

(S) G. Review and comment on prime sponsor CETP by Governor, SETC and prime sponsor planning council. 676.12(c)1

(S) H. Provisions of CETP shall be made available to the general public. 676.12(a)

(S) I. Community based organizations shall be actively involved in the prime sponsor planning process. 676.23(c)-1

(S) J. Involvement of labor organizations in the planning process. 676.24(a)

(S) K. The Governor shall establish a State Employment and Training Council. 677.36(a)

(S) L. The Governor shall develop a Special Grant Annual Plan. 677.33(a)-1

(S) M. Balance of State Prime Sponsor, in coordination with units of general local government, shall establish area planning bodies to assist in the planning and delivery of programs. 676.8

II Programs

(S) A. To provide comprehensive employment and training services for economically disadvantaged persons. 677.13

(C-M) B. To provide employment and training services for groups of persons with disadvantages in specific and general labor markets or occupations.* Section 301(a)1

(S) C. To provide comprehensive employment and training programs for Indians and Native Americans, and for migrant and seasonal farmworkers.* Section 302 and 303

(S) D. To provide employment and training programs for youth. Section 401

(S) E. To provide short term public service employment during periods of high unemployment. 678.3

(S) F. To increase the involvement of the private sector in employment and training. 679.3

(S) G. Establishment of a Young Adult Conservation Corp. Section 802

(C-M) H. Serve individuals who become unemployed as a result of large-scale loss of jobs in a locality, caused by the closing of a facility, mass layoffs, natural disasters, or similar circumstances.* Section 301(a)6

III Populations

(S) A. Specific consideration to Vietnam-era and disabled veterans and to public assistance recipients. 676.54(a)

(S) B. National employment and training programs for Indians, Native Americans, and for migrants and seasonal farmworkers. 676.54(b)

(S) C. Services to be provided equitably to significant segments of the eligible population. 676.54

(S) D. Target services to persons most in need. 675.5

(S) E. Programs to serve specific target groups, e.g. low-income persons, handicapped individuals, women, offenders, single parents, displaced homemakers, youth, older workers, persons of limited English language proficiency and individuals lacking educational credentials. 676.30(a)

IV Support Services for Individuals or Program Operations

(S) A. Strengthening management capacity by implementing monitoring and eligibility determination systems. 676.22(b)-1

(S) B. Establishment of assessment system to assess program effectiveness, correct problems and enhance program planning. 676.22(b)-2

(S) C. Prime Sponsors shall enter into a written cooperation agreement with the SESA to coordinate services under the prime sponsors plan with those funded under the Wagner-Peyser Act. 676.23f(1)

(S) D. Undertake and coordinate activities under the Target Jobs Tax Credit program established by the Revenue Act of 1978. P.L. 95-600 676.23(f)-4

(S) E. Coordinate services to AFDC recipients with public assistance agencies and the local sponsor, if any, of the Work Incentive Program (WIN). 676.23(k)

(S) F. Coordinate with appropriate apprenticeship agencies in establishing arrangements to promote the use of apprenticeship or other OJT for veterans. 676.23(i)-3

(S) G. Provide for the coordination of CETA programs with other social service, employment and training related programs, economic development, community development, and related activities such as vocational education, vocational rehabilitation, public assistance, self-employment training and social service programs. 675.1(a)-3

(S) H. Establish a comprehensive program of employment and training research.* Section 311(a)

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S = State shall spend Federal funds for these purposes.

C = Programs and activities to be supported by Secretary's funds.

* denotes national programs to be administered by the Secretary of Labor.